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ABSTRACT

This document presents an outline of a streamlined student record-keeping and advisement procedure used at the University of Mississippi to assure students' logical progression through the total professional teacher education process. There are four phases in this procedure: (1) enrollment in the College of Education; (2) admission to teacher education; (3) admission to student teaching; and (4) exit requirements. Descriptions of each of these phases list all of the sequential steps that must be accomplished before the phase is concluded. A sample admission form is included as well as an outline of admission instructions, requirements, and procedures for each phase. (JD)

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MANAGING STUDENTS' PROGRESS THROUGH TEACHER EDUCATION PROGRAM

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MANAGING STUDENTS' PROGRESS THROUGH TEACHER EDUCATION PROGRAM

Educational reform has spurned a degree of accountability and associated demands for record keeping unparalleled in recent history. These requirements have been brought about by our various publics including legislators, institutions of higher learning boards, state departments of education and others.

Coupled with these demands from the outside, it became necessary to streamline student record-keeping and advisement procedures to assure students' logical progression through the total professional teacher education process. This included enrollment in the College of Education (COE), admission to teacher education, admission to student teaching, and exit requirements.

After considerable input from department heads and faculty and extensive field testing, the College of Education developed an "Admission Form for Teacher Education Majors - Phases I - IV" (See figure I.) The four phases are described below.

ENROLLMENT IN COLLEGE OF EDUCATION (PHASE I)
(Pertains to Teacher Education Majors in the College of Education Only)

Students must be enrolled in the College of Education prior to being admitted to teacher education. This early identification provides the necessary counseling, screening, and advisement of those aspiring to become teachers.

Enrollment in the College of Education requires the following steps:

FIGURE 1

ADMISSION FORM FOR TEACHER EDUCATION MAJORS - PHASES I-IV

College of Education — Mississippi State University

Name: [1] Mr. / Ms. _____ _____ _____ _____ - _____ - _____
[2]Last [3]First [4]Middle/Maiden [5]Social Security Number

_____ _____ _____
[8]Major Concentration (if applicable) [9]Symbol (PE, MAED, etc.)

ENROLLMENT IN COLLEGE OF EDUCATION (PHASE I)

Admitted to MSU _____ / _____ . (Month / Year)
Met with COE Advisor and obtained *Undergraduate Handbook* and Curriculum Check Sheet: ____ / ____ / ____ . (Approximate Date)

Admitted to BS Major ____ / ____ / ____ or to Pre-Professional Curriculum in the COE (PPC/COE) ____ / ____ / ____
(Approximate Date) (Approximate Date)

Referred to The Learning Center ( ), other _____

_____ _____ _____ / _____ / _____
Student's Signature Advisor's Signature Date

(Submit **white** copy to Associate Dean)

ADMISSION TO TEACHER EDUCATION (PHASE II)

Semester Credit Hours Completed at end of 1st Semester of Sophomore Year [14]_____ with [15]_____ Q.P.A.
Grades in: EN Comp I _____ ; EN Comp II _____ ; Speech _____ ; and Math _____ .
ACT Composite Score _____ . COMP Composite Score _____ ; Speaking Score _____ ; and Writing Score _____ .

_____ _____ _____ / _____ / _____
Student's Signature Advisor's Signature Date

(Submit **green** copy to Associate Dean)

ADMISSION TO STUDENT TEACHING (PHASE III)

Date Application for Admission to Student Teaching Submitted _____ / _____ .
(Month / Year)
Semester Credit Hours Completed _____ with _____ Q.P.A.
Semester Credit Hours Completed in Major _____ with _____ Q.P.A.
Grade in EPY 1053 or EPY 1073 _____ . Grade in EPY 2123 or EPY 2133 _____ .

_____ _____ _____ / _____ / _____
Student's Signature Advisor's Signature Date

(Submit **yellow** copy to Associate Dean)

EXIT REQUIREMENTS (PHASE IV)

Check (√) when registered with Placement and Career Information Center (_____).
Check (√) when the "C" or Better Requirement in Each Methods Course Met (_____).
Graduation Date: December, 19 _____ ; May, 19 _____ ; or August, 19 _____ .
*NTE Taken _____ / _____ / _____ ; NTE Scores on Core: Communication Skills _____ ;
(Date)
Gen. Knowledge _____ ; Prof. Knowledge _____ . Score on Area: _____ ;
Area Exam Title _____ . Overall Q.P.A. _____ .

_____ _____ / _____ / _____
Advisor's or Department Head's Signature Date

*To be filled in by College of Education Dean's Office if scores are not received prior to graduation. Satisfactory scores required to obtain Mississippi Teacher's Certificate.

(Submit pink copy to Associate Dean with Registrar's Graduation Evaluation)

1. Being admitted to Mississippi State University;
2. Holding an appointment with an assigned advisor in the College of Education and obtaining a copy of the Undergraduate Handbook and curriculum check sheet.
3. Being admitted to a Bachelor of Science major within one of the five departments in the College of Education that have undergraduate degree programs or being admitted to the Pre-Professional Curriculum in the College of Education (PPC/COE) (The PPC/COE is a two-year non-degree core program. It is designed to accommodate students aspiring to become teachers who have not yet identified a particular major field of study within the College of Education); and
4. Completing Enrollment in the College of Education (Phase I) form and submitting same to advisor (advisor will submit copy to College of Education Associate Dean for Instruction).

These four steps must be satisfied before the student can take the College Outcome Measures Program (COMP) examination at Mississippi State University. (The COMP purports to test one's ability to apply general knowledge and skills to problems and issues commonly confronted by adults.)

ADMISSION TO TEACHER EDUCATION (PHASE II)
(Including Teacher Education Majors in the College of Agriculture and Home Economics and the College of Arts and Sciences)

Every student registered at Mississippi State University who plans to obtain a teacher's certificate must be admitted to teacher education. Conditions for admission are as follows:

1. Submission of completed Enrollment in the College of Education (Phase I) form (pertains to teacher education majors in the College of Education only).
2. Completion of first semester of sophomore year, i.e., at least 45 but no more than 64 semester credit hours with a 2.25 or higher quality point average (Q.P.A.). Transfer students (from within MSU or outside of MSU) with 65 or more semester credit hours must be admitted prior to the beginning of their second semester in a teacher education program at MSU;
3. Completion of six semester credit hours of English composition, three semester credit hours of speech, and three semester credit hours of mathematics with a "C" or better (or equivalent advanced standing credit, etc., score) in each course;
4. Successful completion of the College Outcome Measure Project (COMP) Examination. A student is required to take only the speaking and writing areas of the COMP if that student had a 3.2 (on a 4.0 scale) overall grade point average at the end of the first semester of the sophomore year or if that student has earned a composite score of at least 18 on the ACT assessment. No student can bypass the speaking and writing areas of the COMP.

   A score of 170 is required on the COMP Composite Examination; a score of 17 is required on the speaking area of the COMP; and a score of 17 is required on the writing area of the COMP.

   Postponement of the examination due to emergency must be approved by the student's department head and the Director of the Learning Center.

5. Submission of completed Admission to Teacher Education (Phase II) form to advisor (advisor will submit copy to College of Education Associate Dean for Instruction.

These five conditions must be satisfied before a student can register for (or receive credit for) any Professional Sequence Teacher Education Courses as identified by the College of Education. Exceptions to this policy must be approved in writing by the student's department head and the Director of the Learning Center.

ADMISSION TO STUDENT TEACHING (PHASE III)
(Including Teacher Education Majors in the College of Agriculture and Home Economics and the College of Arts and Sciences)

Every student registered at Mississippi State University who plans to obtain a teacher's certificate must be admitted to student teaching. To meet the conditions for admission, a student must have:

1. Completed the Admission to Teacher Education (Phase II) form;
2. Submitted two copies of an Application for Admission to Student Teaching form to the Director of Student Teaching/Certification at least three months prior to the preregistration date of the block semester in question.
3. Completed a minimum of 90 semester hour credits;
4. Compiled a cumulative quality point average of 2.20 or higher;
5. Completed a minimum of 18 hours in his/her major teaching field with a minimum of 2.50 average or higher;
6. Completed EPY 1053 or EPY 1073 and EPY 2123 or EPY 2133 (educational psychology courses); and

7. Submitted an Admission to Student Teaching (Phase III) form to advisor (advisor will submit copy to the College of Education Associate Dean for Instruction).

These seven conditions must be satisfied before a student can register for the block semester. Furthermore, all methods courses so designated by the student's department must have been taken prior to the end of the block semester in question.

EXIT REQUIREMENTS (PHASE IV)

Prior to obtaining a grade in student teaching, College of Education students must have registered with the Placement and Career Information Center (PCIC) to establish their placement and credentials files. This practice should result in improved placement and follow-up activities.

To be eligible for graduation in a teacher education program, students must have a "C" or better in each methods courses in their major as designated by the departments in which the curricula are housed.

To secure a Mississippi Teacher's Certificate, students must have taken the NTE (both the core battery and the area examination, if applicable) and made the required minimum scores.

For the students' and faculty's convenience, summary of the four phases described above is printed on the back of the form. (See figure 2.) The form is a five-sheet color pack. As noted in the instructions shown in figure 2, one copy is submitted to the Dean's office after the completion of each successive phase. This information is fed into a data bank and retrieved as needed to generate numerous

FIGURE 2

ADMISSION INSTRUCTIONS, REQUIREMENTS, AND PROCEDURES
College of Education
Mississippi State University

INSTRUCTIONS

1. Print or type all information. Last page must be legible.
2. House this multi-copy form in departmental office.
3. Update form as necessary.
4. See College of Education (COE) Handbook for Undergraduates for detailed information.
5. Send white copy to Associate Dean's Office after completing Phase I.
6. Send green copy to Associate Dean's Office after completing Phase II.
7. Send yellow copy to Associate Dean's Office after completing Phase III.
8. Send pink copy to Associate Dean's Office after completing Phase IV.
9. Retain gold copy in departmental office.

ENROLLMENT IN COLLEGE OF EDUCATION (PHASE I)
(Pertains to Teacher Education Majors in the
College of Education Only)

Early enrollment in a BS Major or the Pre-Professional Curriculum in the College of Education (PPC/COE) will make available the necessary counseling, screening, and advisement of those aspiring to become teachers. Phase I must be satisfied before taking the COMP exam at MSU.

ADMISSION TO TEACHER EDUCATION (PHASE II)
(Including Teacher Education Majors in the
College of Agriculture and Home Economics and
the College of Arts and Sciences)

To obtain a teacher's certificate, one must complete Phase II by completing a minimum of 45 semester credit hours with a 2.25 Q.P.A.; completing 6 semester credit hours of English Composition, 3 semester credit hours of speech, and 3 semester credit hours of math with a "C" or better in each course; scoring 170 on the COMP Composite (unless one has an ACT composite of 18 or a Q.P.A. of 3.2 after first semester of sophomore year); and scoring 17 on the speaking and writing areas of the COMP. Phase II must be satisfied before registering for courses on the Professional Sequence Teacher Education Courses List. An admission card will be issued to students which will admit them to these courses.

ADMISSION TO STUDENT TEACHING (PHASE III)
(Including Teacher Education Majors in the
College of Agriculture and Home Economics and
the College of Arts and Sciences)

To obtain a teacher's certificate, a student must complete Phase III by submitting an Application for Admission to Student Teaching form to the Director of Student Teaching/Certification three months prior to the preregistration date of the block semester in question. Prior to the block semester, the student must also have completed 90 semester credit hours with a 2.2 Q.P.A.; 18 semester credit hours in major with a 2.5 Q.P.A.; EPY 1053 or EPY 1073; and EPY 2123 or EPY 2133.

EXIT REQUIREMENTS (PHASE IV)

To obtain a grade in Student Teaching, College of Education students are required to register with the Placement and Career Information Center. All teacher education majors must meet the "C" or better methods course requirements within their respective departments. (See Methods Course Requirements with "C" Grade Minimum for Graduation List.) To obtain a Mississippi teacher's certificate, students must make the necessary minimum scores on the National Teachers Examination (NTE).

reports. A few examples include: number of students enrolled in the COE at various stages of completion; correlation between ACT and COMP scores or quality point average when admitted to teacher education; number of student teachers by department; and average NTE scores by class. Combinations of the above and several other types of reports are also generated.

In addition to building a data base for reporting research purposes, this management format has greatly enhanced the advisement process. Notable examples include: students being better informed of requirements and timelines, and assuming greater responsibility for meeting these requirements; advisors having a systematic means by which students' progress can be charted; and administrators having assurance that college, university, and Board of Trustees admission and graduation requirements have been met.

The four-phase form has been revised on several occasions to met changing needs. With impending changes in university core, graduation, and certification requirements on the horizon, the form will continue to be modified as necessary to stay abreast of dynamic change associated with teacher education.

Submitted by:

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